



Language and social relations at ADFA

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ADFA – HMAS Creswell

Scope

- Language as Normative Practice
- The two codes of ADFA
- Language examples
 - Academic
 - Military
- Interculturality
- Curriculum

Normative practices....

.....refers to the shared values, behaviours and/or institutions that comprise the social structure and create social cohesion. These practices act to encourage or enforce social activity that **ought** to occur, while discouraging or preventing social activity that **ought not** occur. Social norms push most social activity towards a generally **homogeneous** set.



The two codes of ADFA

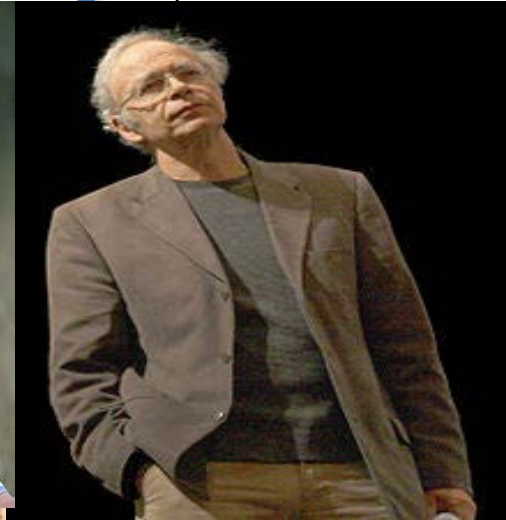


Different normative practices...

Normative practices in dress

THE UNIFORM:

Service, corps, regiment, rank, qualification, readiness, active service, awards, name, job role.....



The semiotics of appearance!

...in behaviour the Parade Ground

For the ADF, the parade ground is a sacred place, and there are rules around what you can do on it and it is classified as

For anyone else, the parade ground is undefined and behaviour unprescribed.

The consequence of this is that non military can be unintentionally disrespectful, and ADF can be blunt in their directive to 'get off the grass'



+C/F more important

The four specialisation codes

Academics

Relating to people
Who you are
↔

Elite code

Relating to work
What/how you know
↔

Knowledge code – what you know is important

←
- C/F
Less important

Military personnel

→
+ C/F
More important

Relativist code

Knower code – who you are is important

How do the ADF and academics compare?

-C/F less important

Normative practices of different codes

Knowledge code

- **INCLUSIVE membership**
- Open, diverse membership
- Democratic
- Autonomous individual/ unconnected
- Implicit leadership (laissez-faire)
- Leadership evolves with knowledge accumulation
- Negotiated relationships
- 'Polite' language use
- Respect for depth and breadth of knowledge
- Problem-solving approaches to work
- Narrow specialisation

Knower code

- **EXCLUSIVE membership**
- Closed, exclusive membership
 - Autocratic
- Dependent/ connected (teams)
- Explicit Leadership (eg officership)
- Codified leadership through rank
 - Codified relationships
 - 'direct' language use
- Respect for position & function
- routinised approaches to work
- Broad, generalist knowledge base

Knowledge and work

The academic

- *I respect you because of what you know*
- Operating 'at the edge of what we know', building new knowledge
- Situational problem-solving
- Individual and or collaborative discovery
- ...discovering the *what*
- Value *thinking* time

The military person

- I respect you because of who you are
- Operating in the 'tried and true'
 - Routinised doctrinal behaviours
 - Risky and potentially dangerous team based activity
 - ...rolling out the *how*
 - Value *doing* time

Language use and work

Academic talk

- Fluid discussion– collaborative thinking out loud
- Recognition of peer-hood through politeness strategies
- Modulated, prefaced, explanatory language use
- Direct and combative when contesting knowledge/ideas
- ...chaotic turn taking and talking over each other to reach consensus (3.40-4.20)
- Informal talk is about personal judgements and stories

military talk

- Deference to rank - guidance by senior rank to determine course of action
 - Politeness expressed through titles and salutations (Sir/ Ma'am)
- Unmodulated, direct language, no prefacing..
 - Combative discussion within codified processes eg JMAP
- Actions and outcomes focussed
- Informal talk is laced with banter around topics of work place performance and group fit

Military language

Consistent with the 'boy's club' culture was the perception that military style attributes are those that are valued and rewarded. There was a perceived lack of emphasis on people skills, with a commensurate focus on performing tasks combined with an abrupt, tough and assertive/aggressive communication style

(McGregor 2011 The Review of Employment Pathways for APS Women in the Department of Defence p. 34).

'prefaced' language example by an academic

<p><i>Italics denote language which mediates the interpersonal relationship while making requests</i></p> <p><u>Underlined text denotes explanation and reason for the request to explain why and mitigate against non-compliance</u></p>	<p>Dear colleagues</p> <p><u>Many of you would be familiar with the practice of enhancing learning content in Interact, and now Interact2, through the development of (typically) HTML “content packages”, a single package of multiple HTML pages which contain all or most of the content for a particular subject. These packages are then embedded within the respective subject site.</u></p> <p>It is now understood that use of such content packages disrupts some of the learning analytics and related functionality in Interact2.</p> <p><u>Please note: we are not suggesting or recommending that we stop using content packages.</u></p> <p>- <u>Rather, we raise this with the aim of enabling everyone to make informed decisions about the use of content packages in full knowledge of the benefits and the “costs”.</u></p> <p>- <u>From an analytics perspective, the impacts of using content packages include.....:</u></p>	<p>Boldened font denotes language related to the requested task</p>
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A task focussed, direct example by a uniformed person

RED Italics denote language which mediates the interpersonal relationship

Interpersonal Language

Good Morning All,

The [X] Bookings Database for 2014 will be made available from next Monday, 02 Dec. I will send you all the Objective link for you to save to your favourites.

Please take note of the following reminders:

1. Do not blanket-book facilities. Only book for the specified time and day you require a particular facility. The incoming OPSWO is aware that blanket-bookings are not permitted and will advise of any deletions.
2. If you no longer require a booked facility, don't forget to go in and delete your reservation.
3. Do not over-write someone else's booking.
4. Return to the homepage before saving and closing the database.
5. All vehicle bookings are to be made by the OPSWO only. You can check the availability of a vehicle, but you are not to book it yourself. Vehicle requirements for training activity support will be booked as part of the TSR process.
6. The school is catering for extra courses next year so some space was needed to accommodate. There were no responses from the allocation spread sheet I sent out weeks ago, so the classroom/staffroom/facilities allocation is now locked in.
FYI and planning.

Regards,

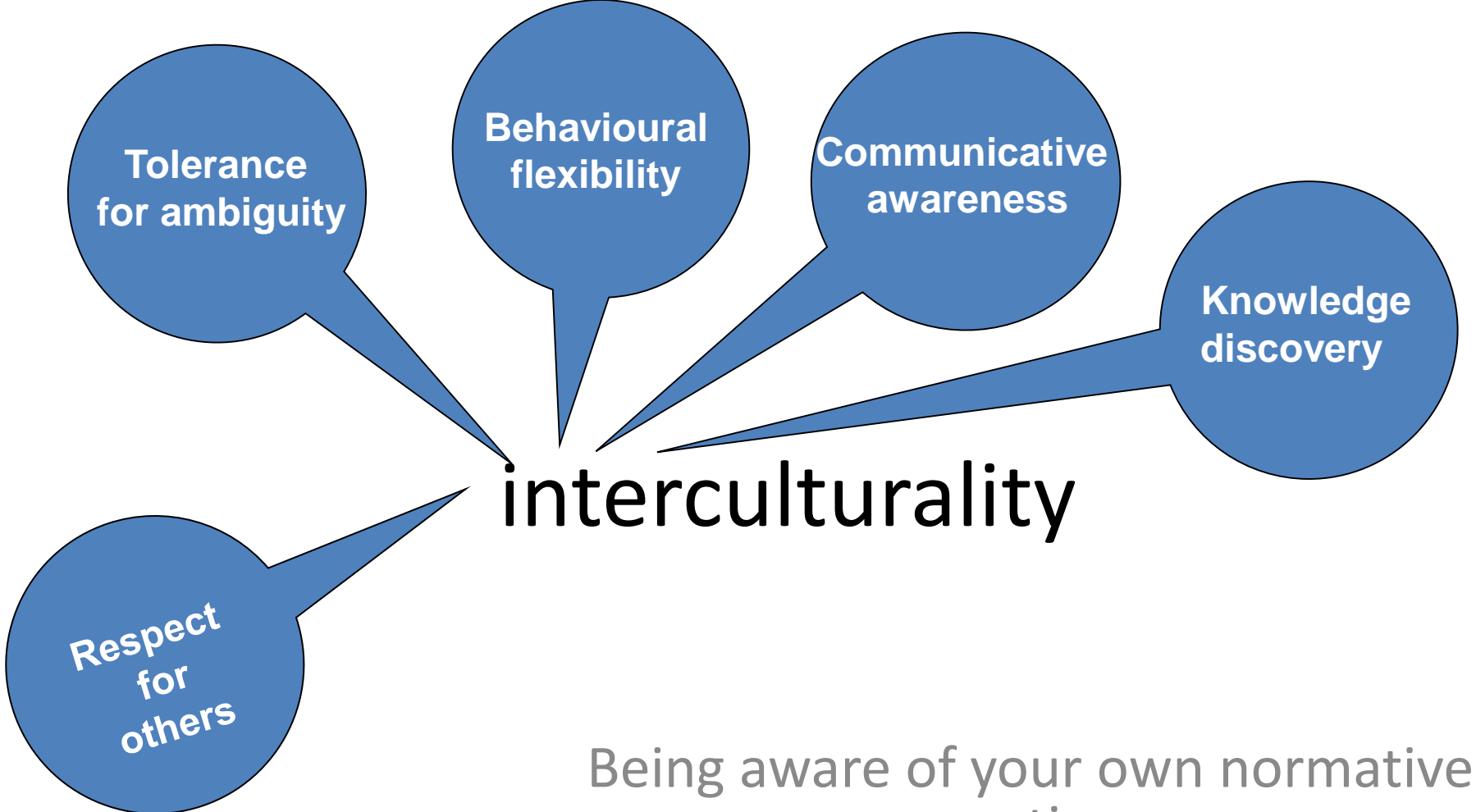
(Signature)

Warrant Officer Class Two

[Military Unit Name]

Boldened font denotes language related task

Language related to doing a task



Being aware of your own normative practices

Being sensitive to the normative practices of other.

Being interculturally aware - Banter

- Not everyone is socialised to banter;
- Women typically don't banter to build solidarity;
- Culturally and linguistically diverse personnel may build solidarity through alternative means;
- Not all men banter;
- Banter is learned behaviour

- Banter mindfully

Researcher: *Sure. Banter. So tell me ...*

Laurie: *... an absolute - I mean if you do not have the ability to take part in and contribute to and be the victim of and handle it well, you probably won't survive in this organisation.*

Laurie Air Force (LGBTI)



Everyday is an intercultural day
at ADFA.

..constructing the intercultural officer..

Curriculum

- ADFFA values
- Within a values-based curriculum of *courage, respect, integrity, service and professionalism*, the value of **respect** provides the anchor around which to teach about normative practices, underlying cultural assumptions and intercultural behaviour.
- Affording respect to people based on different assumptions is critical in an intercultural context. Academics are worthy of respect for their contribution of new knowledge and critical thought to society. Officers are worthy of respect for their leadership role and decisions in the risky task of defending Australia's national security.
- Equal respect therefore, equal treatment.

Thank you

Questions?